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ABSTRACT

SAFEchild is a non-profit community service agency providing parenting information, education, and support to parents, children, and the community in the prevention of child abuse and neglect. This evaluation provides information to SAFEchild on the impact of the Nurturing Program on past participants. Staff were interested in determining participants' satisfaction with the program, their retention of learning over time, and their ability to apply what was learned to difficult parenting situations. A survey was developed and administered using standardized telephone interviewing of 26 individuals; 18 were previous participants and 8 were on a waiting list to enter the program. The items on the survey involved four problem-solving vignettes. Major findings were generally positive and included: (1) participants were consistently able to suggest more positive parenting strategies for difficult parenting situations than those on the waiting list; (2) participants reported an increase in self-esteem since beginning the program; (3) both groups were equally able to identify children's physical and emotional needs, developmentally appropriate discipline strategies, and emotions; (4) all participants expressed satisfaction with the Nurturing Program and would recommend the program to friends and relatives; and (5) content areas within the curriculum could be modified in subsequent sessions to focus on negotiating with children, identifying and changing unhealthy and unproductive ways of handling stress and resolving conflict, and identifying physical forms of discipline as abusive. The researchers caution that the small sample size may have influenced the outcome of the survey. (EH)

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An Evaluation of The Nurturing Program

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SO 028 408

EXECUTIVE SUMMARY

An Evaluation of the Nurturing Program at SAFE *child*

PURPOSE OF THE PROGRAM EVALUATION

The purpose of this evaluation is to provide information to SAFE *child* on the impact of the Nurturing Program on past participants. Staff were interested in determining participants' satisfaction with the program, participants' retention of learning over time, and participants' ability to apply what was learned to difficult parenting situations. The evaluation project was undertaken as a community service project by graduate students in the Department of Political Science and Public Administration at North Carolina State University.

EVALUATION DESIGN

A survey instrument was developed, aligned to the goals and objectives in the program, and validated for content (through expert review). The items on the instrument included four problem-solving vignettes. Using standardized telephone interviewing, twenty-six individuals were interviewed. Eighteen (28%) of those individuals were program participants and eight (64%) were individuals on a waiting list to enter the program. A large number of past program participants could not be reached by telephone due to outdated telephone numbers. Due to the small sample size obtained, the results should be viewed with optimistic caution.

MAJOR FINDINGS

The findings were generally positive and the evaluation findings should be useful in modifying particular areas of the curriculum.

- Program participants were consistently able to suggest <u>more</u> positive parenting strategies when given difficult parenting situations (i.e., vignettes) than those on the waiting list.
- Participants reported an increase in self-esteem since beginning the program.
- Both groups (participants and those on the waiting list) were equally able to identify children's physical and emotional needs, developmentally appropriate discipline strategies, and emotions.
- All participants (100%) expressed satisfaction with the Nurturing Program and all (100%) would recommend the program to friends and relatives.
- Content areas within the curriculum to focus on in subsequent sessions include negotiating with children, identifying and changing unhealthy and unproductive ways of handling stress and resolving conflict, and identifying physical forms of discipline as abusive.

The findings of the evaluation should be of use to SAFE *child* given the eagerness, enthusiasm, and general receptivity towards the evaluation process. The team would like to thank Annie Menestres, Executive Director, and Bettie Murchison, Program Coordinator, for their interest in the evaluation and commitment to improving the Nurturing Program at SAFE *child*.

An Evaluation of the Nurturing Program at SAFE *child*

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Section
1

Context of the Evaluation

BACKGROUND OF THE NURTURING PROGRAM AT SAFE *child*

SAFE *child* is a non-profit community service agency providing parenting information, education, and support to parents, children, and the community in the prevention of child abuse and neglect. One of the many programs offered by SAFE *child* is the Nurturing Program. The Nurturing Program is currently a 15-week educational program targeted for parents with children from four to twelve years of age. As participants in the Nurturing Program, a group of parents and their children attend weekly evening sessions for four months. The primary purpose of the program is to teach parents who are at-risk for abusive parenting behaviors to use positive discipline strategies. Parents, partners, and children are all encouraged to attend the program; facilitators work with different age groups of children in separate play areas. The children learn many of the same concepts presented to parents through the medium of play, art, role play, puppets, and music. Parents are asked to practice skills taught in the program and to complete homework assignments and to report their success in subsequent meetings.

PURPOSE OF THE EVALUATION OF THE NURTURING PROGRAM

The purpose of this evaluation is to provide information to staff at SAFE *child* on the impact of the Nurturing Program on past participants. For example, staff are curious as to what participants have learned in the program, what knowledge they retain over time, and which techniques they are able to apply in actually disciplining their children. To provide this information, a follow-up study of past participants was designed. The evaluation was conducted by graduate students enrolled in PA-616 (Program Evaluation) in the Department of Political Science and Public Administration at North Carolina State University. The team of students involved with the project included: Wendy Combs, Janice Reeth, Pam VanDyk, Olga Herrera, and Ron Hasinger, who are all enrolled in graduate programs in Psychology, Public Administration, or Educational Research. The experience designing and implementing this evaluation served as a valuable practicum experience for the team.

Section 2

Evaluation Design

A telephone survey of past program participants was used to assess participants' learning and application of knowledge acquired through the Nurturing Program. A group of individuals on a current waiting list for the program was used as a comparison group.

The instrument, which was developed specifically for the purpose of evaluating the Nurturing Program, was revised several times before the final version. The instrument was developed after a review of the literature (See Appendix A) and critique of the instruments currently in use in the Nurturing Program. Before conducting the interviews, the team participated in approximately eight hours of telephone survey training, including readings and practice administering the survey.

Following the training, four team members conducted the interviews individually. Since a letter explaining the study had been mailed to potential respondents from SAFE *child*, the interviewers were well received by those respondents who were reached. Due to wrong telephone numbers, difficulty reaching individuals, and a few refusals to participate in the evaluation, the final sample size included only 26 respondents (from 76 total). The table below identifies the percentages of potential respondents who could not be contacted for various reasons.

Outcome Code	Number of Potential Respondents	Percentage
More than 3 calls with No Answer	5	7% of total sample (N=76)
More than 3 calls to Answering Machine	6	8% of total sample (N=76)
Disconnection	14	18% of total sample (N=76)
Wrong Number	13	17% of total sample (N=76)
Refusal	3	4% of total sample (N=76)

On average, it took two phone calls to reach those individuals who ended up participating in the study. It is estimated that another 13% of the sample could have been contacted to participate in the study if more time for interviewing had been available (i.e., more time than the two week calling window used in the evaluation).

In sum, 28% of past program participants (n = 18) and 66% of those on the waiting list (n = 8) were interviewed. The survey response forms (See Appendix D) and call records (See Appendix E) were then compiled. A codebook (See Appendix F) and Excel data sheet (See Appendix G) were used to code respondents' answers. The responses of past program participants and those on the waiting list were then compared.

For more information as to how the curriculum of the Nurturing Program was reviewed, refer to Appendix B. The appendix also provides a rationale for the use of Kirkpatrick's training evaluation taxonomy in the conceptualization of the survey instrument.

Section 3

Findings

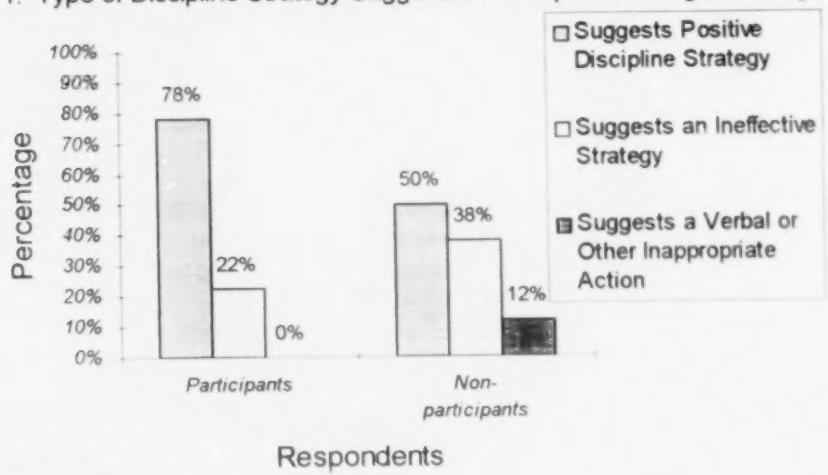
For ease of understanding, the results of the telephone interviews are presented in the order in which they are included on the survey instrument (See Appendix C). Respondents who had participated in the Nurturing Program over the past two years were considered 'participants' while those on the waiting list were considered 'non-participants.'

PROBLEM SOLVING VIGNETTES

Four vignettes were included in the survey to assess respondents' knowledge of positive discipline strategies and ability to apply these strategies to actual parenting situations. The first vignette presents a situation in which a child refuses to go to bed; the child runs around the house pleading with the parent (See side bar). In an open-ended question, respondents were asked what they would do in this situation. Respondents' answers to this vignette are illustrated in Figure 1 below.

"At Bedtime, Tanessa's eight year old son refused to go to bed. Each night they go through the same routine. Tanessa tells him to go put on his pajamas and get ready for bed. Instead, her son runs around the house and pleads not to go to bed. Tanessa gets annoyed with this every night. What would you do in this situation?"

Figure 1. Type of Discipline Strategy Suggested in Response to Vignette #1 [Question 4a.]



In Figure 1, the majority of participants (78%, n=14) suggested using a positive discipline strategy in this situation with the child who refused to go to bed. Strategies which the respondents gave which were in accordance with the concepts presented in the Nurturing Program at SAFE *child* were considered to be "positive discipline strategies." In contrast, half of the non-participants (50%, n=4) suggested using a positive discipline strategy in this situation. In terms of the specific strategies suggested by parents, the majority of participants (n=6) suggested giving the child advance notice or a warning that bedtime was approaching (See Table 1 below). Many of the participants (n=5) also suggested applying consequences in this situation. Note on Table 1 that a second strategy should have been paired with the strategy of talking to the child in order for the action to have been considered effective (i.e., merely talking to the child with no particular goal or result was considered to be generally ineffective as a parenting strategy).

Table 1. Number of Respondents Suggesting Particular Strategies to Vignette #1

4a. Positive Discipline Strategy	Respondent	Number
Advance notice/warning that bedtime is approaching	Participants	n=6
	Non-participants	n=0
Apply Consequences	Participants	n=5
	Non-participants	n=0
Use a Reward	Participants	n=4
	Non-participants	n=1
Time-out	Participants	n=3
	Non-participants	n=1
Provide a Choice	Participants	n=3
	Non-participants	n=0
Sharing time	Participants	n=2
	Non-participants	n=2
Talk with the child (+ one other strategy)	Participants	n=2
	Non-participants	n=0
Diet/Allergy	Participants	n=1
	Non-participants	n=0
Discussion of Logical Consequences	Participants	n=1
	Non-participants	n=0
Provide a transition period	Participants	n=1
	Non-participants	n=0

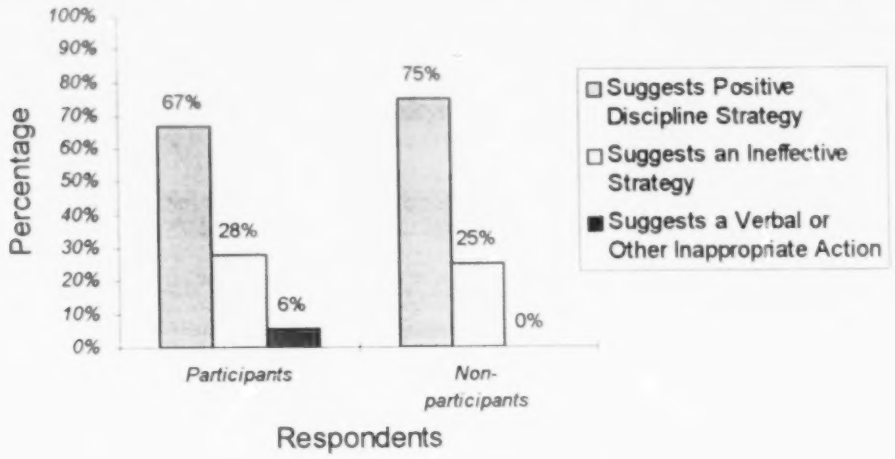
Three non-participants and four participants suggested an ineffective parenting strategy in this situation in the first vignette. Ineffective parenting actions were those suggestions which did not deal effectively with the issue in the vignette but which were not punitive or inappropriate either. One non-participant did suggest an inappropriate behavior in dealing with the situation ("spank him").

Following the vignette, respondents were asked how the child in the bedtime situation might be feeling. The purpose of this second question was to determine the extent to which respondents were able to empathize with the child. However, since this vignette focused on the child's behavior (specifically avoiding bedtime), it was not particularly useful to ask and hence the results of this item are not presented.

In a second vignette, a child, nearly a teenager, procrastinates in cleaning her room (See side bar). Again, respondents were asked what they would do in this situation. Figure 2 illustrates the type of discipline strategies which respondents suggested in response to this vignette. Roughly the same percentage of participants (67%, n=12) and non-participants (75%, n=6) suggested a positive discipline strategy in dealing with the situation (See Figure 2).

"Maria fights with her twelve year old daughter about her room being a mess. Maria tells her to clean it but her daughter never gets around to it. She makes excuses about cleaning the room all the time. To Maria, it is so annoying that it makes her mad as soon as she gets home and sees the room. She ends up yelling at her daughter for not doing what she told her to. What would you do in this situation?"

Figure 2. Type of Discipline Strategy Suggested in Response to Vignette #2 [Question 5a.]



When asked what specific discipline strategies respondents would use in the room cleaning vignette, ten participants and five non-participants suggested using consequences with the child (See Table 2). Note that these respondents expressed ideas suggesting the use of "consequences;" while respondents did not necessarily use the term 'consequences,' the intention of using consequences was clear. All other specific strategies suggested by respondents have been grouped under headings which represent the use of a specific discipline technique or idea. The purpose in coding the data this way was to compare the number of respondents who expressed the same ideas but who did not necessarily word their suggestions the same.

Five participants and two non-participants suggested an ineffective strategy in this situation, such as cleaning the room for the child. One participant suggested an inappropriate behavior in dealing with the situation ("I would yell").

Table 2. Number of Respondents Suggesting Particular Strategies to Vignette #2

	Respondent	Number
Apply Consequences	Participants	n=10
	Non-participants	n=5
Use a Reward	Participants	n=2
	Non-participants	n=0
Talk with the child (+ one other strategy)	Participants	n=2
	Non-participants	n=0
Help or teach the child	Participants	n=1
	Non-participants	n=2
Discussion of Logical Consequences	Participants	n=1
	Non-participants	n=0
Provide the child with a list of what to do	Participants	n=1
	Non-participants	n=0
Provide a Choice	Participants	n=1
	Non-participants	n=0
Adjust expectations due to child's age	Participants	n=1
	Non-participants	n=0

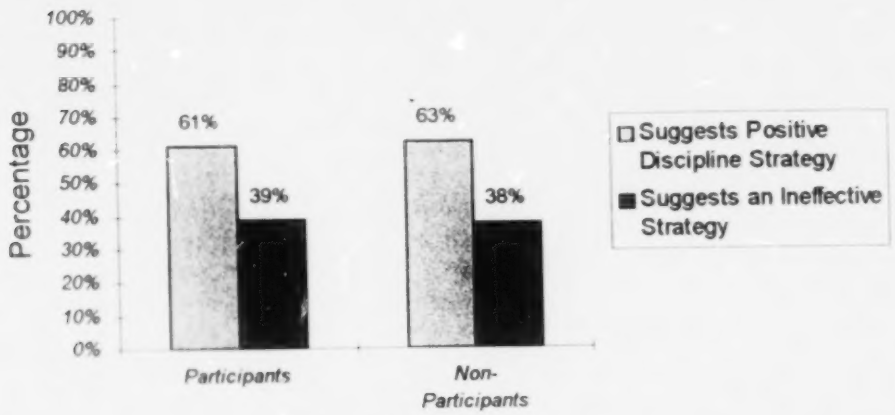
When respondents were asked what they would do in the same situation involving cleaning a bedroom with a much younger child, participants and non-participants responded similarly. The majority of both groups (89%, n=16 for participants; and 88%, n=7 for non-participants) suggested using a modified strategy with the child which was considered to be developmentally appropriate for the age of the child.

In a third vignette, respondents were asked what they would do in a situation in which a child was clearly apprehensive about going to school (See side bar).

"Shanna's seven year old daughter doesn't like school. Her daughter says the teacher doesn't like her and she can't do her school work good enough. In the mornings, her daughter says she is sick and cries so she can stay home from school. What would you do?"

Participants and non-participants responded similarly to this vignette (i.e., their responses were not found to differ). The majority of each group (61%, n=11 participants; and 63%, n=5 non-participants) suggested positive discipline strategies in dealing with the child's apprehension (See Figure 3).

Figure 3. Type of Discipline Strategy Suggested in Response to Vignette #3 [Question 6a.]



The most common strategy suggested by both groups (n=9 participants; and n=5 non-participants) was to go to the child's school and/or talk with the child's teacher (See Table 3). Several participants (n=5) also suggested talking with the child to find out what was wrong.

Table 3. Number of Respondents Suggesting Particular Strategies to Vignette #3

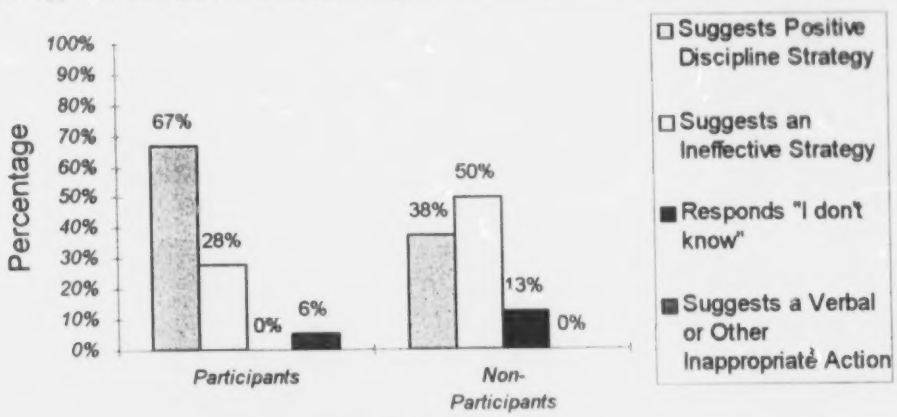
6a. Positive Discipline Strategy	Respondent	Number
Go to the school and/or talk with the child's teacher	Participants	n=9
	Non-participants	n=5
Talk with the child (+ one other strategy)	Participants	n=5
	Non-participants	n=0
Help the child with school work/homework	Participants	n=2
	Non-participants	n=0
Talk to the school counselor	Participants	n=1
	Non-participants	n=0
Check back with the teacher	Participants	n=1
	Non-participants	n=0

When asked to infer the child's feelings in this vignette (with the child who did not want to go to school), at least half of both groups (50%, n=9 participants; and 75%, n=6 non-participants) were able to identify a probable emotion. Feelings or emotions considered probable for the child in this vignette included: fear, loneliness, feeling unsuccessful, feeling upset, feeling bad, not liking school, feeling overwhelmed, feeling insecure, having low self-esteem, feeling unliked, feeling that no one cares, feeling intimidated, feeling misunderstood, frightened, worried, resentful, and/or withdrawn. Some of these concepts were reworded and hence are not presented verbatim. In contrast, improbable emotions for the child, which some respondents identified, were "manipulation," "attention seeking," "fatigued," and "controlling." The participants mentioned these improbable emotions. Surprisingly, six participants and two non-participants were unable to identify the child's feelings or emotion.

The fourth and final vignette posed to respondents was a situation in which a child tended to have temper tantrums when asked to do something he did not want to do. In response to this vignette, two thirds of the participants (67%, n=12) suggested using a positive discipline strategy (See Figure 4). In contrast, half of the non-participants (50%, n=4) suggested an ineffective strategy in response to this vignette.

"Casey's son is six years old. When Casey tells his son to do something, his son ignores him. When Casey repeats the direction, his son begins to whine and has a temper tantrum. Casey doesn't know what to do and he sometimes avoids telling his son to do something because he doesn't want to hear the whining. What would you do if this were your son?"

Figure 4. Type of Discipline Strategy Suggested in Response to Vignette #4 [Question 7a.]



One participant actually suggested a physically inappropriate action in response to this vignette ("I would say I'll pop your tail"). Additionally, one non-participant responded that he/she did not know how to deal with the temper tantrum presented in this situation. The two most common positive discipline strategies suggested by participants in this situation were time-out (n=6) and applying consequences (n=5) (See Table 4).

Table 4. Number of Respondents Suggesting Particular Strategies to Vignette #4

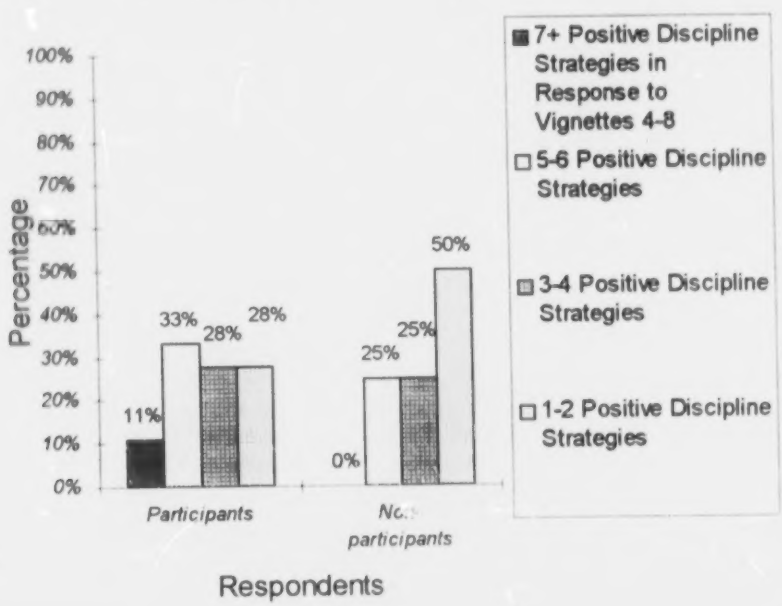
7a. Positive Discipline Strategy	Respondent	Number
Time-out	Participants	n=6
	Non-participants	n=1
Apply Consequences	Participants	n=5
	Non-participants	n=2
Provide a Choice	Participants	n=3
	Non-participants	n=0
Ignore the behavior (+ one other strategy)	Participants	n=0
	Non-participants	n=1
Helping the child (+ one other strategy)	Participants	n=1
	Non-participants	n=0
Talk with the child (+ one other strategy)	Participants	n=1
	Non-participants	n=0
Seek outside help	Participants	n=0
	Non-participants	n=1

As is evident in review of Tables 1, 2, 3, and 4, non-participants knew and were able to apply fewer parenting strategies (i.e., positive discipline strategies) to the four problem solving vignettes than participants. Whereas a majority of participants tended to identify one or two specific strategies frequently, each of the non-participants tended to suggest a strategy that no other non-participant suggested.

To examine the number of different parenting strategies respondents had knowledge of, an index was created by summing the number of different positive discipline strategies respondents suggested across the four vignettes. For example, if a respondent suggested using an advance notice of impending bedtime and a consistent sharing time each evening in response to vignette #1 and suggested using choices and consequences in response to vignette #2, this respondent's index would be 4 (indicating four different discipline strategies used). In contrast, if a non-participant suggested using consequences indiscriminately in response to several vignettes, this respondent's index would be 1 (indicating one discipline strategy in sum).

The results of comparison of the indexes reveals that two participants suggested seven or more different positive discipline strategies in response to the four difficult parenting situations presented in the vignettes (See Figure 5).

Figure 5. Diversity of Positive Discipline Strategies Evident Across Four Vignettes.



However, the majority of participants (33%, n=6) used 5-6 different strategies across the vignettes. The majority of non-participants (50%, n=4) used only 1-2 strategies across the vignettes. While the individual findings related to each of the vignettes were not so marked, the differences between participants and non-participants have become more apparent when the indexes (i.e., summed scores) are compared. This represents one of the most important findings in the evaluation of the Nurturing Program. Also of interest, no respondents mentioned the use of 'parental disappointment,' 'verbal problem solving' with the child, or 'restitution' as a positive discipline strategy; these strategies are presented in the Nurturing Program curriculum.

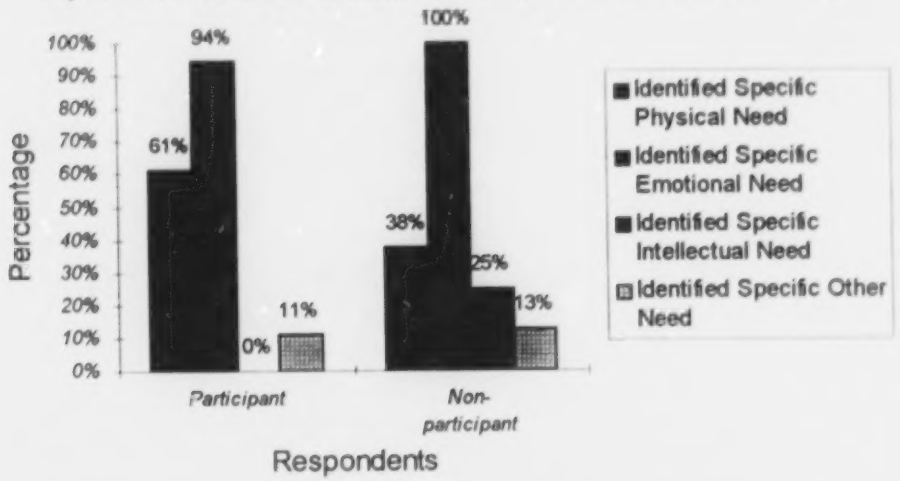
PARTICIPANTS' SELF ESTEEM

On a scale from one to five, participants were asked to describe their self-esteem (1) at the time of the survey and (2) before they began the Nurturing Program. The mean self-esteem score for participants before beginning the program was reported to be 2.61. Participants rated themselves somewhat higher in self-esteem at the time of the interview (i.e., after completing the Nurturing Program) (mean score of 3.67). In contrast, non-participants reported their self-esteem at the time of the interview to be slightly higher than participants had reported (before beginning the program); the mean score for non-participants was 3.25. With the small sample size, it is inappropriate to make conclusions about these relative mean scores.

HUMAN NEEDS AND STRATEGIES FOR HANDLING STRESS AND ANGER

In an open-ended question, respondents were asked to list the needs of infants, children, and adults. Both participants and non-participants tended to identify physical and emotional needs as opposed to intellectual, creative, or spiritual needs (See Figure 6).

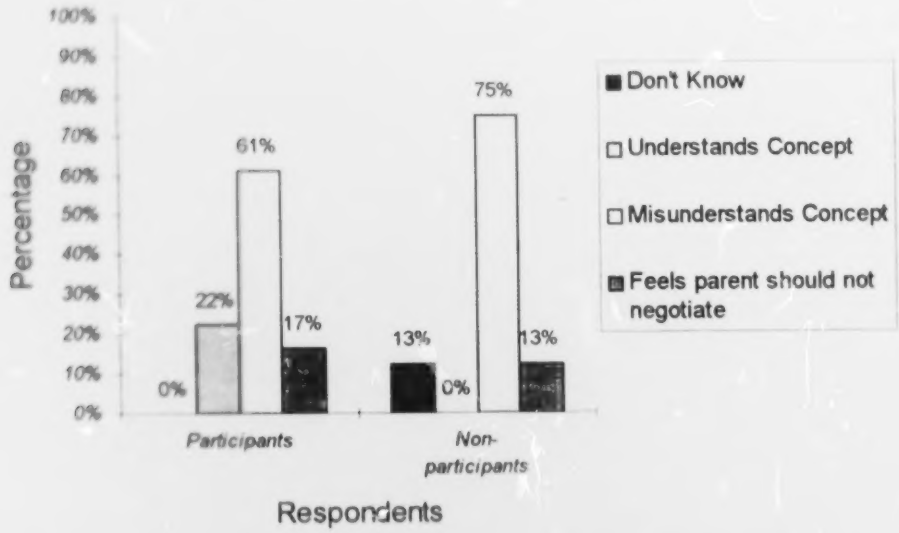
Figure 6. Respondents' Identification of Types of Need [Question 10.]



All non-participants (100%, n=8) and all but one of the participants (94%, n=17) were able to identify specific emotional needs. The emotional needs which were identified included the need to be nurtured, loved, supported, accepted, understood, listened to, praised, comforted, and respected, to name a few. The physical needs which were identified included: need for food, clothing, shelter, cleanliness, sleep, water, and safety. Note that the different categories of needs sum to more than 100% because respondents were asked to list at least two needs.

In a subsequent question, respondents were asked to describe what a parent should do in attempting to negotiate with a child. For this item, it was apparent that both participants and non-participants did not understand what it means to negotiate with a child. The majority of both groups clearly misunderstood the concept of negotiation (61%, n=11 participants; and 75%, n=6 non-participants) (See Figure 7).

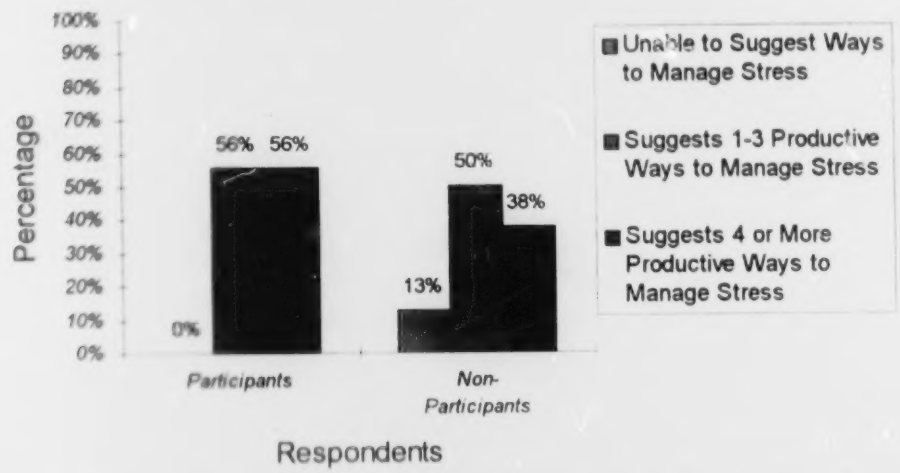
Figure 7. Respondents' Understanding of Concepts of Negotiation [Question 11.]



The answer many respondents gave was to merely talk with the child and apply consequences or give rewards. In order to have expressed understanding of the concept, the respondent would have had to have mentioned compromise or listening to the child's side of the story. Also of significance, three participants said that "parents should not negotiate with children."

All of the respondents who had been participants in the Nurturing Program (n=18) were able to suggest productive ways to manage stress (See Figure 8).

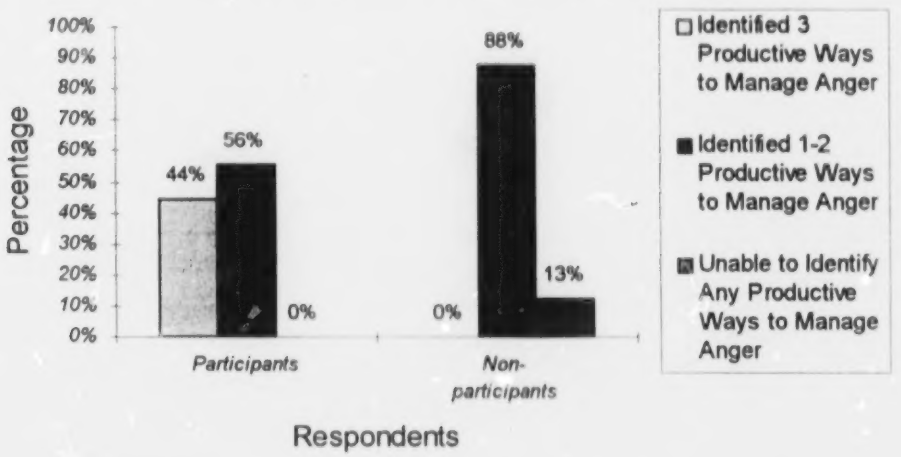
Figure 8. Respondents' Suggestions for Managing Stress [Question12.]



While half of the participants (N = 10) suggested 3 ways to manage stress, the other half (N = 10) suggested 4 different ways to manage stress. The results for the non-participants were similar, although one respondent was unable to suggest any way to deal with stress. Overall, the respondents gave a diversity of ideas for reducing or minimizing stress. Refer to Table 5 on the next page for a list of the different strategies suggested.

When asked to describe ways to handle anger without physically or emotionally hurting anyone, participants were able to suggest more ways to manage anger than non-participants (See Figure 9).

Figure 9. Respondents' Suggestions for Managing Anger [Question 13.]



Half of the participants (56%, n=10) were able to list 1-2 productive ways to manage anger and the other half (44%, n=8) were able to list three different productive ways to manage anger. In contrast, one respondent on the waiting list was unable to suggest a way to manage anger and the rest of the respondents (88%, n=7) were only able to suggest 1-2 productive ways to manage anger. Refer to Table 5 on the following page for a list of the specific methods respondents suggested for dealing with anger.

Respondents were also asked whether bedwetting, fears, and imaginary friends were a normal part of childhood. Only one participant and one non-participant answered 'false' to this closed-ended question (i.e., answered the question incorrectly).

Table 5. Lists of Strategies for Reducing Stress and Handling Anger Productively

STRATEGIES FOR MANAGING ANGER AND STRESS	
Productive Ways to Manage Stress Listed by Respondents	*Quiet time for self, walk/drive, call someone to talk to, watch a movie, deep breath, slow down, take a bath, read a book, rake leaves, ride bike, don't insist on getting everything done, count, get someone to help talk to the child, lay down, find a hobby, time away from children, listen to music, cross stitch, keep mind occupied, friends, go to my room and relax, talk about it, time for self, do something to pamper (self), counseling, exercise, cook, sing, meditate, write about it, clean, pray, remove (self) from the situation, sit back/relax/think about it, stay calm, do things I enjoy doing, scream alone, talk to spouse, eat well, call a parent, talk about what is causing it, try to prevent it*
Unproductive Ways to Manage Stress Listed by Respondents	*Tylenol, ignore it, ignore others, medication, whiskey, eating*
Ideas for Managing Stress Presented in the Nurturing Program	***Valuing, planning, time management, changing the scene, contact skills, creating a relaxing environment, improving communication skills, listening skills, assertiveness training, fighting fairly, flight, adopting a new attitude, imagination skills, regular exercise, diet, listening to your body, and learning relaxation skills***
Productive Ways for Dealing with Anger Listed by Respondents	*Walking away/getting away, stomping feet, count to ten, rake leaves, time-out, find something (else) to do, remove self from situation, send child to room, give a hug, talk about it later, talk it out, visit friends, tell other person you would rather be alone, clean, say to myself "nothing is worth being angry," exercise, get to the root of the situation, calm down then deal with it, talk about solutions to the problem, write music, do something to get mind off it, stop and don't say another word*
Unproductive Ways for Dealing with Anger Listed by Respondents	*Gritting teeth, sitting in corner, run around the house, bury it until later, yelling*
Strategies for Dealing with Anger Presented in the Nurturing Program	***Angry utter, writing a letter, anger cry and scream in a pillow, anger role play, and physical exercise activities***

SATISFACTION WITH THE NURTURING PROGRAM

Finally, past participants were asked about their general satisfaction with the Nurturing Program. All past participants of the program (100%, n=18) who were contacted said that they would attend additional sessions of the program, if such sessions were available. All of the past program participants (100%, n=18) also said that they would recommend the Nurturing Program to friends and relatives. Several participants also gave suggestions for improving the program. These suggestions included:

- Increasing the time allotted to group discussion in the sessions

- Presenting more information on adolescent development
- Preparing for sessions in advance (one participant felt that the facilitator was preoccupied with her job and did not have the time to prepare in advance sessions)
- Increasing the number of sessions beyond the 15-week program
- Encouraging more volunteers to work with the children
- Creating a hotline so that past participants can call and obtain advice
- Providing a recommended reading list or suggested books for parents
- Providing sessions on a monthly rather than weekly basis
- Offering a refresher course
- Providing transportation to the facility
- Advertising so that parents are aware of the program before they are mandated to attend
- Increasing the amount of time that parents and children learn together
- Incorporating a session on coping with sick children
- Encouraging participants to "bring a friend" to sessions to help more families and children
- Discussing how to apply choices and consequences in children with attention deficit disorder

From these suggestions, it is apparent that past participants seriously considered how to improve the Nurturing Program. Further, they provided some excellent suggestions. Two past participants also said "every parent should (attend)" the Nurturing Program," because the "program was the best (the person had) ever been in." Another person remarked that the "facilitator was excellent." Clearly, participants were unanimously satisfied with the program.

Section 4

Summary

SUMMARY OF FINDINGS

Overall, the results of the evaluation are very promising. A visual summary of the findings is presented below in Table 6

Table 6. Summary of Patterns of Evaluation Findings

+	=
1) More participants than non-participants identified positive discipline strategies in response to vignettes #1 and 4 2) Participants used different positive discipline strategies whereas the non-participants did not 3) Participants listed more ways to handle anger productively than non-participants 4) Participants report of self-esteem increased 5) All participants were satisfied with the program and would recommend it 6) Participants provided excellent suggestions and ideas on improving the program	1) Both groups suggested positive discipline strategies in response to vignettes #2 and 3 2) Both groups were able to identify emotional and physical needs 3) Both groups used developmentally appropriate discipline strategies 4) Both groups listed strategies to reduce stress 5) Both groups were able to identify a child's emotion
	-
	1) A few individuals from both groups suggested punitive or inappropriate discipline strategies, unproductive ways to manage stress, and unproductive ways to handle anger 2) Both groups misunderstood the concept of negotiation with children

The groups referred to in the Figure above are the group of past participants and the group on the waiting list. As the first attempt at evaluating the Nurturing Program, the evaluation yielded valuable information. For example, specific content areas within the curriculum can be modified to place a heavier emphasis on negotiation and on the identification of

unhealthy and unproductive ways of handling stress and dealing with unresolved anger (in order to promote the use of healthy and productive methods), and potentially abusive parenting behavior (e.g., hitting, spanking). In addition, past program participants provided numerous excellent ideas on how to expand and improve the Nurturing Program.

CONCLUSIONS

Several cautions are in order in interpreting the data which resulted from this evaluation. First, as mentioned earlier, many past participants of the Nurturing Program could not be contacted by telephone; a large percentage of individuals could not be reached because of telephone disconnections and outdated telephone numbers. With the difficulty reaching potential respondents, the result was a small sample size. The sample size which was obtained was not large enough to make conclusions about the effectiveness of the Nurturing Program in achieving key objectives. Nonetheless, the evaluation did reveal some interesting trends and were generally positive. In light of these findings, the team encourages SAFE*child* to continue in their evaluative efforts.

RECOMMENDATIONS FOR FUTURE EVALUATION

The appendices contained in this evaluation report have been included so that the staff at SAFE*child* may continue to evaluate the Nurturing Program as well as other programs at SAFE*child* Appendix H, "How to" Readminister the Survey in the Future," provides a brief explanation of standardized telephone interview training. In addition, the survey instrument used in the present evaluation has been modified for future use (See Appendices I and J); three potentially problematic items on the original survey were omitted from the recommended survey.

There are several issues to consider before conducting further evaluations, however. These issues include minimizing interviewer bias, eliminating systematic error, providing standardized telephone interviewing training prior to survey administration, and ensuring random assignment of potential respondents to interviewers. To reiterate, it is essential to provide interviewers with training and practice in administering the survey. Standardized telephone interview methods guard against interviewer bias and systematic error by using explicit instructions on how to conduct the interview over the phone and how to probe incomplete answers. This issue, and other important concerns, are addressed in Appendix H. Any additional information needed on the survey process can easily be found in any research methods college textbook.

Appendix A

Literature Review of Available Instruments

In considering instruments to use in the program evaluation of the Nurturing Program, the team initially searched the literature for studies related to child physical abuse and neglect. The studies which were found were primarily correlational studies of the life history of abusers (e.g., stress and abuse potential; childhood history of abuse and abuse potential) (Milner, Robertson, & Rogers, 1990; Milner, 1991; Milner & Robertson, 1990; Caliso & Milner, 1992). All of these studies employed the Child Abuse Potential (CAP) Inventory as a measure of abuse potential. These studies were empirical studies of potential for abuse and subsequently did not address the effectiveness of treatment in mediating the correlates.

In a second search of the literature for other instruments used in measuring abuse potential, a useful article was found. This review article concluded that 83 different attitude questionnaires published from 1899 to 1986, including the CAP, had marginal reliability and questionable validity for measuring potential for abuse (Holden & Edwards, 1989). Given the concern over reliability and validity apparent in the literature, no pre-existing instrument was found to satisfactorily measure abuse potential as a tool in the evaluation of the Nurturing Program.

A subsequent review of the training evaluation literature revealed a framework for measuring satisfaction with a program, acquired learning, and attitude and behavior change (Kirkpatrick, 1996). This model was useful in the design of a specific instrument to measure the effectiveness of the Nurturing Program. Since it was not possible to directly measure parenting behaviors, the instrument was designed as a self-report survey. Vignettes and open-ended questions were used in this instrument to assess participants' application of knowledge and learning; the scenarios in the vignettes represented difficult parenting situations and respondents were asked how they would handle the situation. The use of these vignettes allowed for more than the measurement of acquired knowledge; rather, the vignettes required respondents' to apply their knowledge and learning.

An expert in the field of child abuse and neglect, Dr. Haskett (in the Psychology Department at North Carolina State University) indicated that the use of vignettes in measuring potential parenting behaviors was a promising method for research and evaluation. Dr. Haskett's own research had resulted in the development of "situations" (i.e., vignettes) to measure parents' perceptions of ways to solve parenting problems and problem solving behavior (PCPS: Parent Questionnaire Administration). Dr. Haskett's instrument was used as a sample in the development of the instrument for this study.

During revision, the instrument was subsequently aligned to the goals and objectives of SAFE *child* the Nurturing Program, and the curriculum guides used in the program. Hence, the instrument was designed to be an accurate measure of the key elements of the program.

References for Literature Review

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Kirkpatrick, D. L. (1996). Evaluating Training Programs: The Four Levels. San Francisco, CA: Berrett-Koehler Publishers.

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Milner, J. S., Robertson, K. R., & Rogers, D. L. (1990). Childhood history of abuse and adult child abuse potential. Journal of Family Violence, 5 (1), 15-35.

PCPS: Parent Questionnaire Administration. [Obtained through personal communication with Dr. Haskett in the Psychology Department at North Carolina State University].

Appendix B

Methodology Continued

Review of Curriculum for Instrument Revision

The Nurturing Program Curriculum Guide and the Parenting Handbook were read and outlined to highlight key learning goals and objectives and training content. The goals of SAFE *child* the Nurturing Program, and the curriculum guide used in the program are enumerated below:

SAFE child goals:

1. Empower people to prevent or break the cycle of abuse and neglect in their lives, and those of their loved ones, by reducing isolation and improving self-esteem.
2. Improve parenting skills of primary caregivers.
3. Assist individuals to make informed choices and exercise options for themselves and their children
4. Help children learn how to identify abuse and seek help in a safe place.
5. Raise community awareness about the importance of nurturing childrearing.
6. Assist other service providers and groups to achieve mutually compatible goals around abuse and neglect.

Nurturing Program goals:

A. Develop self-esteem in all family members
B. Build empathic awareness of the needs of others
C. Learn alternatives to hitting and yelling
D. Increase awareness of self needs, strengths, and weaknesses
E. Increase family communication and expressiveness
F. Encourage awareness of the developmental needs of others
G. Promote healthy physical and emotional development
H. Build family support and cohesion
I. Learn to have fun as a family

Curriculum Guide goals:

To increase participants' ...

I. Self-esteem and self-concept
II. Ability to empathize
III. Ability to handle anger
IV. Communication skills
V. Ability to solve problems
VI. Ability to make decisions
VII. Ability to negotiate and compromise
VIII. Understanding of discipline and punishment
IX. Knowledge of child development

X. Use of behavior management techniques
XI. Understanding of healthy living (e.g., diet, alcohol, drugs)
XII. Knowledge of stress management techniques

While the SAFE child goals are more abstract, the goals from the curriculum guide are more specific.

An informal interview with the Program Coordinator was also conducted to answer the following questions about the program and curriculum:

1. *Has the population of parents served in the program changed over time? Describe any changes.*
2. *Has there been a change in the source of referrals over time (i.e., have certain agencies referred a larger percentage of parents recently)? If yes, describe.*
3. *Have the curriculum and activities used in the program changed over time (e.g., was a different curriculum used initially)? If yes, describe.*
4. *Is a lesson plan used? How closely does the lesson plan follow the guide? Do facilitators "tailor" the program to groups?*
5. *What staff and volunteer positions are involved in the program? Describe staff qualifications and volunteer characteristics. How have staff positions changed over time?*
6. *Describe a typical evening session of the program.*
7. *Is there any other important information we need to know about the program?*

The information served to provide a context for the evaluation. The Program Coordinator reported that the program was initially a 23-week program focusing on parents with children from birth to five years of age. Over time, the length of the program was changed to an 11-week program, to a 12-week program, and to the present 15-week program. Also, the age range was changed to a focus on parents with children aged four to twelve. These changes in the program were not considered to be unusual since the program was modified over time based on community needs.

After review of the goals in the curriculum guide and discussions with the Executive Director and Program Coordinator, it became apparent that four particular learning objectives were thought to be most important in the program. These areas included:

1) increasing participants' empathy for children
2) increasing participants' understanding of developmental stages
3) increasing participants' use of positive discipline strategies, and
4) increasing participants' awareness of alternative positive discipline strategies.

Given the importance of these key learning objectives, the survey instrument was designed to focus on these areas. The items on the survey instrument corresponding to each of the goals are indicated below:

- Increased understanding of positive discipline, including behavior management (Survey Items 4a., 5a., 6a., and 7a.)
- Increased knowledge of child development (Items 14., 5b., and 7b.)
- Increased ability to handle anger (Item 13.)

- Ability to communicate effectively while problem solving (Items 4a., 5a., 6a., and 7a.)
- Ability to negotiate with a child (Item 11)
- Ability to empathize with a child (Items 4b., 6b., and 10.)
- Increased knowledge of stress management (Item 12.)
- Increased self-esteem (Items 9a. and 9b.)

Training Evaluation Taxonomy

According to Kirkpatrick's (1996) taxonomy of training evaluation, an evaluation may assess any of five different levels of training impact. These different levels are as follows:

A. Reaction- the assessment of participants' perception of, or satisfaction with, the program
B. Learning-the assessment of knowledge acquired through the program
C. Application of the Learning - the assessment of the application of knowledge to the real world.
D. Impact/Results at the Family Level -the impact of the program on families
E. Ultimate Impact - the extent to which the results achieved at the family level impact the system (i.e., community, society)

The first two levels of impact are the most easy to assess. Not surprisingly, evaluations of educational programs typically assess participants' reactions and learning (i.e., levels A and B). The instruments already being used in the Nurturing Program measured participants' satisfaction with the program, participants' learning in closed-ended questions, and participants' attitudes on a standardized instrument (the Adult-Adolescent Parenting Inventory).

The survey instrument (See Appendix C) designed for the evaluation assessed the third level of impact in Kirkpatrick's model (i.e., the application of what was learned to real world problems). Hence, the vignettes on the instrument measured more than mere knowledge.

Another reason for using the vignettes concerned the face validity of the items. Face validity refers to whether the instrument measures what it appears to measure. For example, it is readily apparent to respondents that knowledge-based items measured knowledge (i.e., these items are familiar to respondents as test items). In contrast, the purpose of the vignettes is not readily apparent to the respondent and hence the respondent is more likely to answer with a genuine response. Further, without knowing what the vignettes were attempting to measure, the respondent would not be as aware of the socially desirable response to give (i.e., the socially appropriate response). In sum, the vignettes required respondents to think about the situation presented in the vignette and to apply the knowledge acquired in the Nurturing Program to the scenarios presented in the vignettes.

Appendix C

Original Telephone Survey Instrument

Refer to the next three pages for the survey instrument used in the evaluation.

Telephone Survey Instrument

Interviewer Instructions: *Read the questions in red below to the respondent and record the responses verbatim on the Record Form. Code the written responses after the interview.*

Hi, my name is _____. I'm calling on behalf of Safechild. May I speak with _____. Hello, I'm a graduate student from North Carolina State University and I'm contacting people who (were referred to Safechild/participated in the Nurturing Program). Safechild has asked us to evaluate the Nurturing Program to see how it can better serve families. I would like to ask you some questions about children and parenting. Your answers will be confidential and will not be linked to your name. Do you have fifteen minutes now?

(If no time for interview) Would it be possible to make an appointment to call you back at a more convenient time?

I will be writing as we speak and so there may be some pauses ...and again, your responses will be confidential.

I would like to begin by describing a parenting situation. Afterwards, I will ask you some questions about the situation. If you have any questions for me, please ask.

4a. At bedtime, Tanessa's eight year old son refuses to go to bed. Each night, they go through the same routine. Tanessa tells him to go put on his pajamas and get ready for bed. Instead, her son runs around the house and pleads not to go to bed. Tanessa gets annoyed with this every night. What would you do in this situation? **Use probes**

4b. How do you think Tanessa's eight year old son is feeling? **Probe:** What is he feeling?

I have three more parenting situations for you.

5a. Maria fights with her twelve year old daughter about her room being a mess. Maria tells her to clean it but her daughter never gets around to it. She makes excuses about cleaning the room all the time. To Maria, it is so annoying that it makes her mad as soon as she gets home and sees the room. She ends up yelling at her daughter for not doing what she told her to. What would you do in this situation?

5b. If Maria's daughter were five years old instead of twelve, what would you do?

Probes:	How do you mean that?	Tell me more about that.	Anything else?

6a. Shanna's seven year old daughter doesn't like school. Her daughter says the teacher doesn't like her and she can't do her school work good enough. In the mornings, her daughter says she is sick and cries so she can stay home from school. What would you do? **Use probes**

6b. How do you think Shanna's seven-year old daughter is feeling? **Probe:** What is she feeling?

7a. Casey's son is six years old. When Casey tells his son to do something, his son ignores him. When Casey repeats the direction, his son begins to whine and has a temper tantrum. Casey doesn't know what to do and he sometimes avoids telling his son to do something because he doesn't want to hear the whining. What would you do if this were your son? **Use probes**

7b. If Casey's son was ten years old instead of six, what would you do?

8. **This item will be coded after the interview.**

Now I would like to ask you some brief questions about children and parenting. If you are not sure of the answer, attempt to guess.

9a. On a scale from 1 to 5, with 1 being low self-esteem and 5 being high self-esteem, how would you describe your self-esteem?

9b. **(Program participants only)** On the same scale from 1 to 5, with 1 being low self-esteem and 5 being high self-esteem, how would you describe your self-esteem before you began the Nurturing Program?

10. Babies, children, teenagers, and adults all have the same needs. What are some of these needs? **Probe for 2 answers**

11. Describe what a parent should do when attempting to negotiate with a child. **Use probes**

12. There are several different ways to manage stress in life. Name some of these. **Probe for 2 answers**

13. Describe two ways to handle anger without physically or emotionally hurting anyone. **Probe for 2 answers**

14. Bedwetting, fears, and imaginary friends are a normal part of childhood. True or false?

Probes	How do you mean that?	Tell me more about that	Anything else?

I have just a few questions about your family.

15a. How many children live in your home? 15b. **(If yes to # 15a)** What are their ages?

16. Is there another adult living in your home?

17a. **(Program participants only)** Have you ever participated in a program similar to the Nurturing Program?

17b. **(If yes to # 17a)** Which program was that? 17c. **(If yes to # 17a)** What year did you participate?

18a. **(Last question for non-participants)** Have you ever participated in personal counseling or therapy?

18b. **(If yes to # 18a)** What year was that?

19. **(Program participants only)** When you participated in the program, how many family members (including your partner and your children) attended at least four of the sessions with you?

20. **(Program participants only)** If it were available, would you attend additional sessions of the Nurturing Program?

21. **(Program participants only)** Would you recommend the Nurturing Program to friends and relatives?

22. **(Program participants only)** What suggestions do you have for improving the Nurturing Program?

I would like to end this interview by reassuring you that your answers are confidential. Safechild and I would like to thank you for your time and cooperation with this evaluation process. Our findings will be reported to Marjorie Menestres and Bettie Murchison during December. If you are interested in the results, please contact Marjorie or Bettie at Safechild. I have that phone number if you would like to write it down. It is 231-5800

Probes:	How do you mean that?	Tell me more about that.	Anything else?

Appendix D

Original Response Form

Refer to the next three pages for the response form used in the evaluation.

First Name: _____ *Telephone Number:* (919) _____ 1. *ID Number:* _____

2. *Participated in the Nurturing Program?* ☐ Participant=1 ☐ Non-Participant=2

3. *Curriculum:* ☐ Waiting list =1 ☐ 10 wk program=2 ☐ 11 wk program=3 ☐ 12 wk program=4 ☐ 23 wk program=5

4a. _____

_____

4b. _____

_____

5a. _____

_____

5b. _____

_____

6a _____

_____

6b _____

_____

7a _____

_____

7b _____

_____

8 *Diversity of strategies*: 1 2 3 4 5

9a *Low self-esteem* 1----------2----------3----------4----------5 *High self-esteem*

9b *Low self-esteem* 1----------2----------3----------4----------5 *High self-esteem*

10 (1) _____

(2) _____

11. _____

_____

12. (1) _____

(2) _____

13. (1) _____

(2) _____

14. ☐ True=1 ☐ False=2

15a. *Number children*: _____ 15b. *Ages*: _____ _____ _____ _____ _____ _____ 16. ☐ Yes=1 ☐ No=2

17a. ☐ Yes=1 ☐ No=2
17b. _____ 17c. _____

18a. ☐ Yes=1 ☐ No=2 18b. _____

19. *Number family members attending*: _____

20. ☐ Yes=1 ☐ No=2

21. ☐ Yes=1 ☐ No=2

22. _____

Appendix E

Call Record

Contact Attempt	Date	Interview Start Time	Interview End Time	Outcome Code	Interviewer
1					
2					
3					
4					
5					
6					
NOTES					

Outcome Code:

NA = No Answer
CB = Call Back
CI = Completed Interview
RF = Refusal
BZ = Busy Signal
AM = Answering Machine
DS = Disconnected
WN = Wrong Number
NH = Not Home

Appendix F

Codebook for Telephone Survey

Item Number	
1.	*Respondent ID Number* A 2-digit number between 1-76 which was assigned – e.g., 1 would be coded 01.
2.	*Participation in the Nurturing Program* [SAS Variable code "PARTIC"] 1 = Participant 2 = Non-Participant
3.	*Curriculum* *Not coded due to too few respondents in 23 week curriculum category.*
4a.	*Vignettes: - Type of Strategy* [SAS Variable code "V1STRAT"] 1 = Positive discipline strategy (in accordance with the positive discipline strategies presented in the Nurturing Program curriculum) 2 = Discusses the situation but does not suggest any strategy 3 = Ineffective but not punitive disciplinary action 4 = Responds "I don't know"] 5 = Punitive or verbally inappropriate response
4b.	*Empathy* [SAS Variable code "V1EMPATH"] *Item deleted because the vignette focused on the child's behavior as opposed to emotion.*
4c.	*Specific Positive Discipline Strategy:* 1st column = Reward [SAS Variable code "V1REWARD"] 2nd column = Time-out [SAS Variable code "V1TIMEOU"] 3rd column = Diet/allergy [SAS Variable code "V1DIET"] 4th column = Advance warning about bedtime [SAS Variable code "V1WARN"] 5th column = Sharing time [SAS Variable code "V1SHARIN"] 6th column = Choice [SAS Variable code "V1CHOICE"] 7th column = Talking [SAS Variable code "V1TALK"] 8th column = Consequences [SAS Variable code "V1CONSEQ"] 9th column = Logical consequences [SAS Variable code "V1LOGCON"] 10th column = Transition period [SAS Variable code "V1TRANS"]
5a.	*Vignettes - Type of Strategy* [SAS Variable code "V2STRAT"] 1 = Positive discipline strategy 2 = Discusses the situation but does not suggest any strategy 3 = Ineffective but not punitive disciplinary action 4 = Responds "I don't know" 5 = Punitive or verbally inappropriate response

5b. *Younger Child - Type of Strategy* [SAS Variable code "V2YOUNG"]
1 = Developmentally appropriate strategy
2 = Developmentally inappropriate strategy
3 = Responds "I don't know"
5 = Punitive or verbally inappropriate response

5c. *Specific Positive Discipline Strategy*
1st column = Talking [SAS Variable code "V2TALK"]
2nd column = Consequences [SAS Variable code "V2CONSE"]
3rd column = Logical Consequences [SAS Variable code "V2LOGCON"]
4th column = List to do [SAS Variable code "V2LIST"]
5th column = Reward [SAS Variable code "V2REWARD"]
6th column = Choice [SAS Variable code "V2CHOICE"]
7th column = Help/teach the child [SAS Variable code "V2HELP"]
8th column = Adjust expectations [SAS Variable code "V2EXPECT"]

5d. *Younger Child - Specific Strategy*
1st column = Talking [SAS Variable code "V2dTALK"]
2nd column = Consequences [SAS Variable code "V2dCONSE"]
3rd column = List to do [SAS Variable code "V2dLIST"]
4th column = Reward [SAS Variable code "V2dREWAR"]
5th column = Choice [SAS Variable code "V2dCHOIC]
6th column = Help/teach the child [SAS Variable code "V2dHELP"]
7th column = Time out [SAS Variable code "V2dTIMEO"]
8th column = Adjust expectations [SAS Variable code "V2dEXPECT"]

6a. *Vignettes - Type of Strategy* [SAS Variable code "V3STRAT"]
1 = Positive discipline strategy
2 = Discusses the situation but does not suggest any strategy
3 = Ineffective but not punitive disciplinary action
4 = Responds "I don't know"
5 = Punitive or verbally inappropriate response

6b *Empathy* [SAS Variable code "V3EMPATH"]
1 = Identifies a probable emotion (Concepts: afraid, lonely, fear of abandonment, feels unsuccessful, very upset, bad, doesn't like school, overwhelmed, insecure, feeling unsure, low self-esteem, feels no one likes her, feels no one cares, intimidated, misunderstood, frightened, worried, resentful, withdrawn)
2 = Identifies an improbable emotion (manipulative, attention seeking, fatigued, faking, controlling)
3 = Responds "I don't know" or cannot express an emotion

6c. *Specific Strategy*
1st column = go to school/talk to teacher [SAS Variable code "V3SCHOOL"]
2nd column = talks to counselor [SAS Variable code "V3COUN"]
3rd column = talk to child [SAS Variable code "V3TALK"]
4th column = checking back with teacher [SAS Variable code "V3CHECK"]
5th column = helping with school work [SAS Variable code "V3HELP"]

7a. *Vignettes - Type of Strategy* [SAS Variable code "V4STRAT"]
1 = Positive discipline strategy
2 = Discusses the situation but does not suggest any strategy
3 = Ineffective but not punitive disciplinary action
4 = Responds "I don't know"
5 = Punitive or verbally inappropriate response

7b. *Older Child - Specific Strategy*
Item deleted because of the age inappropriateness of a 10 year with temper tantrums.

7c. *Specific Positive Discipline Strategy:*
1st column = seek outside help [SAS Variable code "V4SEEK"]
2nd column = ignore [SAS Variable code "V4IGNORE"]
3rd column = help child [SAS Variable code "V4HELP"]
4th column = time out [SAS Variable code "V4TIMEO"]
5th column = talk [SAS Variable code "V4TALK"]
6th column = ask again when calmed down [SAS Variable code "V4AGAIN"]
7th column = choices [SAS Variable code "V4CHOICE"]
8th column = consequences (e.g., count down) [SAS Variable code "V4CONSE"]

8. *Diversity of positive parenting strategies identified in vignettes #4-8* [SAS Variable code "DIVERSE"]
1 = One-two different positive discipline strategies identified in total in the vignettes: *loss of privileges, being grounded, parental disappointment, restitution, time-out in room, problem-solving, planned ignoring, explain how to do it -- modeling, teaching, punishment (always probe to determine if the punishment is appropriate), rewards, explaining why he can't do it, provide a choice with limited options, etc.*
2 = Three-four different positive discipline strategies identified
3 = Five-six different positive discipline strategies identified
4 = Seven different positive discipline strategies identified

9a. *Rating of self-esteem* [SAS Variable code "SELFEST1"]
Note: for improper coding on this item (e.g., when the interview accepted a response in between two discrete categories – e.g., 3.5 --, a coin was tossed to unsystematically select the response -- i.e., the 3 or the 4)
1 = low self-esteem ... 5 = high self-esteem – mean score reported

9b. *Current rating of Self-esteem before participation in the Nurturing Program* [SAS Variable code "SELFEST2"]
1 = low self-esteem ... 5 = high self-esteem – mean score reported

10. *Needs:*

1st column = Physical (food/eat/fed, clothing, shelter, clean, sleep, taken care of, water, safe environment) [SAS Variable code "PHYNEED"]

2nd column = Emotional (nurtured, loved, to be given limitations, warmth, support, someone to talk to, acceptance, friends, caring, confidence, understanding, self-esteem, laughter, listened to, attention, want their way, praise, comfort, fitting in, respect) [SAS Variable code "EMONEED"]

3rd column = Intellectual (learning) [SAS Variable code "INTENEED"]

4th column = Spiritual [SAS Variable code "SPIRNEED"]

5th column = Creative (play) [SAS Variable code "CREANEED"]

6th column = Other/Difficult to code (limits, help, consequences, protection, parent/work with/direction) [SAS Variable code "OTHNEEDO"]

11. *Steps in Negotiation* [SAS Variable code "NEGOTIAT"]

1 = "Don't know"/no answer

2 = (Understands concept of negotiation) Response suggests that the respondent understands that it is important to listen to the child and to compromise in negotiation. *The following steps of negotiation are identified in the Nurturing Program curriculum: 1) Determine if there is a difference of opinion, 2) state your views and what you think are the views of your child (do not be confrontive or critical or blame and do use I statements), 3) ask if your impression of the problem and your understanding are accurate (listen), 4) offer a compromise and keep negotiating until an agreement is reached.*

3 = Talk without understanding of concepts of negotiation (talking to child and/or discussing consequences and rewards is not necessarily negotiation)

4 = Respondent comments that a parent should not negotiate with a child

12. Number of <u>productive</u> ways to manage <u>stress</u>, including: quiet time for self, walk/drive, call someone to talk to, watch a movie, deep breath, try to relax/sit down, slow down, take a bath, read a book, rake leaves, ride bike, don't insist on getting everything done, count, get someone to help talk to the child, lay down, find a hobby, relax, time away from children, listen to music, cross stitch, keep mind occupied, friends, go to my room and relax, talk about it, time for self, do something to pamper (self), counseling, exercise, cook, sing, meditate, write about it, clean, pray, remove (self) from the situation, sit back/relax/think about it, stay calm, doing things I enjoy doing, scream alone, talk to spouse, eat well, call a parent, talk about what is causing it, try to prevent it. *Strategies suggested in the Nurturing Program were: valuing, planning, time management, changing the scene, contact skills, creating a relaxing environment, improving communication skills, listening skills, assertiveness training, fighting fairly, flight, adopting a new attitude, imagination skills, regular exercise, diet, listening to your body, and learning relaxation skills.*

* Unproductive ways to manage stress: Tylenol, keep busy, ignore it, ignore others, medication, whiskey, eat.

13. Number of productive ways to handle anger, including: walking away/getting away, stomping feet, count to ten, rake leaves, get away from the problem, calm yourself down/cool off, time-out, walk it off, find something (else) to do, remove self from situation, send child to room, walk away, give a hug, talk about it later, talk it out, visit friends, tell other person you would rather be alone, clean, say to myself "nothing is worth being angry," exercise, shop, get to the root of the situation, calm down then deal with it, talk about solutions to the problem, write music, do something to get mind off it – go out, stop and don't say another word. *Strategies suggested in the Nurturing Program were: angry utter, writing a letter, Anger cry and scream in a pillow, anger role play, and physical exercise activities.*

* Unproductive ways to handle anger: gritting teeth, sitting in corner, run around house, bury it until later, yell.

14. *Normal aspects of childhood* [SAS Variable code "CHILDHO"]
1 = True
2 = False

15a. *Number of children* [SAS Variable code "NUMCHILD"]
A 1-digit number – e.g., four children is coded as 4.

15b. *Various ages of children*
Not coded due to low number of respondents.

16. *Other adult in home?* [SAS Variable code "OADULT"]
1 = Yes
2 = No

** *Note: Questions 17-22 were not relevant for non-participants; hence this data should not be coded for non-participants even if it was incorrectly collected and reported.*

17a. *Participated in similar program?*
1=Yes
2=No
Coded as number 23 – refer to 23.

17b. *Which Program?*
Reported verbatim: MAD class, STEP, Mother Read, Undefined parenting program/class

17c. *Year of participation in similar program*
Not coded due to low number of respondents

18a. *Received personal counseling or therapy in past?* 1=Yes, 2 = No
Coded as number 23 – refer to 23.

18b. *Year of participation in personal counseling or therapy:*
Not coded due to low number of respondents.

19. *Number of participating family members* [SAS Variable code "FAMATT"]
A 2-digit number – e.g., three family members in addition to the interviewee would be coded 03.

20. *Would attend additional sessions?* [SAS Variable code "ADDSESS"]
1=Yes, 2=No

21. *Would recommend the program?* [SAS Variable code "RECOMM"]
1=Yes, 2=No

22. *Suggestions* - Included verbatim.

23. *Participated in similar program or personal counseling or therapy?*
[SAS Variable code "OTHPRO"]
If yes to either 17a. or 18a., code 23. = 1 for yes.

Appendix G

Excel Data Sheet

The actual data is not presented in this version of the evaluation report; the sample sizes and percentages are however presented for each conclusion in the body of the report.

Appendix H

"HOW TO" ... READMINISTER THE SURVEY IN THE FUTURE

A. TRAINING IN STANDARDIZED INTERVIEWING TECHNIQUES

Although it is not at all easy to carry out a good, standardized survey in which all interviewers behave consistently, the procedures for interviewers to follow in handling the question-and-answer process in a standardized way are simply stated:

1. Read the questions exactly as worded.
2. If the respondent's answer to the initial question is not a complete and adequate answer, probe for clarification and elaboration in a nondirective way; that is, in a way that does not influence the content of the answers that result.
3. Answers should be recorded without interviewer discretion; the answers recorded should reflect what the respondent says, and they should only reflect what the respondent says.
4. The interviewer communicates a neutral, nonjudgemental stance with respect to the substance of answers. The interviewer should not provide any personal information that might imply any particular values or preferences with respect to topics to be covered in the interview, nor should the interviewer provide any feedback to respondents, positive or negative, with respect to the specific content of the answers they provide.

B. PROBING OPEN-ENDED QUESTIONS

The hardest probing tasks for interviewers involve those connected with open-ended questions. The interviewer has to make three judgments of any answer that is obtained: Does it answer the question? Is the answer clear? Is the answer complete?

Interviewers should use a very small number of probes which are easy to answer. First, the interviewer can merely repeat the question. Other than repeating the question, the interviewer should use the following nondirective probes:

- **How do you mean that?**
- **Tell me more about that.**
- **Anything else?**

The interviewer's task is to decide which of these probes is appropriate, which involves analyzing the respondent's answer. The four probes, including repeating the question, correspond to the four ways in which a respondent's answer may be inadequate.

1. The response may fail to answer the question or may answer some other question. In this case, the interviewer should **repeat the question**.
2. The response contains unclear concepts or terms that make its meaning ambiguous. In this case, the interviewer should use the probe, **"How do you mean that?"**
3. The response may not be detailed or specific enough. With this type of response, the interviewer should use the probe, **"Tell me more about that."**
4. When a perfectly appropriate response has been given but there may be additional points that the respondent could make, the interviewer should use the probe, **"Anything else?"**

PROBING CLOSED-ENDED QUESTIONS

A closed ended question is one in which the possible reponse alternatives are given. For example, the following question is a closed-ended question: "Family rules are mainly for: a. Parents, b. Grandparents, c. Children, d. All family members. When a question asks the respondent to choose an answer from a list such as in this item, and the respondent has not done so, the interviewer's job is to explain that choosing one answer from the list is the way to answer the question (called training the respondent). The interviewer first explains to the respondent that the way to answer the question is to choose one answer and then the interviewer rereads the question and list of possible answers.

One common mistake that interviewers make in handling such a situation is to accept an answer that does not exactly fit one of the responses. In this incorrect method, the interviewer then interprets and codes the answer into a response category; in short, the interviewer has picked the answer instead of the respondent. Make reference to this error in training so that interviewers know how to handle this type of response.

RECORDING ANSWERS

The interviewer's job is to write down the exact answer the respondent gives. The key to standardized recording is to avoid interviewer judgment and interviewer summaries in order to avoid interviewer effects on what is written down.

For closed-ended questions, the key interviewer task is to get the respondent to choose one answer and then to record the answer chosen. The only possible recording error, other than a clerical error, occurs when the interviewer indicates that a response was chosen by the respondent when, in fact, it was not.

The rule for recording open-ended responses to opinion or attitude questions is equally clear and simple: interviewers should write down the answer verbatim, that is, the interviewer should write down the exact words given by the respondent, without summary or omissions. A problem in writing down summaries and

paraphrases is that these will inevitable vary from interviewer to interviewer (with different interviewers focusing on different aspects of the response). One way to minimize such interviewer effects is to reduce interviewer discretion about what to record and instead require that interviewers record responses verbatim. While this may slow the interview process since the interviewer must record the exact wording, it is well worth the extra time.

LENGTH OF TRAINING

The length of the training will be related to the extent of content and interview techniques covered in the training, as well as the cost of the training. In academic and government surveying, basic interviewer training typically lasts from two to five days, with telephone interviewers generally trained for a shorter period of time than in-person (i.e., face to face) interviewers. Many survey projects however, have used less than one day (i.e., two hour lecture) of general interview training. Our team spent more than eight hours over time training and practicing to administer the survey. One strong suggestion is that interviewers read and discuss these general interviewing techniques with a group discussion following. It is also imperative that interviewers have the opportunity to ask questions and to practice administering the survey multiple times (with feedback). It is easiest to train interviewers in a group so that everyone hears the answer to questions raised. Interviewers could also critique each other's practice attempts in order to come to a clear understanding of the importance of standardization in the interviewer process.

RANDOM ASSIGNMENT OF NAMES TO INTERVIEWERS

An easy and valid approach to random assignment is to systematically sample from a list of all possible respondents. First, create a list of parents who completed the Nurturing Program and a second list of parents who are currently on the waiting list for the Program. Count the number of interviewers (e.g., four interviewers). Next, choose a small random number and count that many names from the start of the list. After this, simply choose every fourth name on the list (you are selecting the fourth name because there are four interviewers; if there were three interviewers, you would select every third name after the random start). For example, if the random number is 2, then the second parent on the list would be the first person randomly selected to participate in the survey. After this person, the sample would include the 6th, 10th, 14th name on the list, and so on. Use the same procedure for the second list. This method of assigning names to interviewers should help to decrease the effects of interviewer bias and systematic error.

Appendix I

Recommended Telephone Survey Instrument

Refer to the next three pages for the modified telephone survey instrument, this instrument may be used in future evaluations.

Recommended Telephone Survey Instrument

Interviewer Instructions: *Read the questions in red below to the respondent and record the responses verbatim on the Record Form. Code the written responses after the interview.*

Hi, my name is _____. I'm calling on behalf of Safechild. May I speak with _____. Hello. I'm a graduate student from North Carolina State University and I'm contacting people who (were referred to Safechild/participated in the Nurturing Program). Safechild has asked us to evaluate the Nurturing Program to see how it can better serve families. I would like to ask you some questions about children and parenting. Your answers will be confidential and will not be linked to your name. Do you have fifteen minutes now?

(If no time for interview) Would it be possible to make an appointment to call you back at a more convenient time?

I will be writing as we speak and so there may be some pauses...and again, your responses will be confidential.

I would like to begin by describing a parenting situation. Afterwards, I will ask you some questions about the situation. If you have any questions for me, please ask.

4a. At bedtime, Tanessa's eight year old son refuses to go to bed. Each night, they go through the same routine. Tanessa tells him to go put on his pajamas and get ready for bed. Instead, her son runs around the house and pleads not to go to bed. Tanessa gets annoyed with this every night. What would you do in this situation? **Use probes**

4b. (Omitted)

I have three more parenting situations for you.

5a. Maria fights with her twelve year old daughter about her room being a mess. Maria tells her to clean it but her daughter never gets around to it. She makes excuses about cleaning the room all the time. To Maria, it is so annoying that it makes her mad as soon as she gets home and sees the room. She ends up yelling at her daughter for not doing what she told her to. What would you do in this situation?

5b. If Maria's daughter were five years old instead of twelve, what would you do?

Probes:	How do you mean that?	Tell me more about that.	Anything else?

6a. Shanna's seven year old daughter doesn't like school. Her daughter says the teacher doesn't like her and she can't do her school work good enough. In the mornings, her daughter says she is sick and cries so she can stay home from school. What would you do? **Use probes**

6b. How do you think Shanna's seven-year old daughter is feeling? **Probe:** What is she feeling?

7a. Casey's son is six years old. When Casey tells his son to do something, his son ignores him. When Casey repeats the direction, his son begins to whine and has a temper tantrum. Casey doesn't know what to do and he sometimes avoids telling his son to do something because he doesn't want to hear the whining. What would you do if this were your son? **Use probes**

7b. (Omitted)

8. **This item will be coded after the interview.**

Now I would like to ask you some brief questions about children and parenting. If you are not sure of the answer, attempt to guess.

9a. On a scale from 1 to 5, with 1 being low self-esteem and 5 being high self-esteem, how would you describe your self-esteem?

9b. **(Program participants only)** On the same scale from 1 to 5, with 1 being low self-esteem and 5 being high self-esteem, how would you describe your self-esteem before you began the Nurturing Program?

10. Babies, children, teenagers, and adults all have the same needs. What are some of these needs? **Probe for 2 answers**

11. Describe what a parent should do when attempting to negotiate with a child. **Use probes**

12. There are several different ways to manage stress in life. Name some of these. **Probe for 2 answers**

13. Describe two ways to handle anger without physically or emotionally hurting anyone. **Probe for 2 answers**

14. (Omitted)

Probes:	How do you mean that?	Tell me more about that.	Anything else?

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I have just a few questions about your family.

15a. How many children live in your home? 15b. **(If yes to # 15a)** What are their ages?

16. Is there another adult living in your home?

17a. **(Program participants only)** Have you ever participated in a program similar to the Nurturing Program?

17b. **(If yes to # 17a)** Which program was that? 17c. **(If yes to # 17a)** What year did you participate?

18a. **(Last question for non-participants)** Have you ever participated in personal counseling or therapy?

18b. **(If yes to # 18a)** What year was that?

19. **(Program participants only)** When you participated in the program, how many family members (including your partner and your children) attended at least four of the sessions with you?

20. **(Program participants only)** If it were available, would you attend additional sessions of the Nurturing Program?

21. **(Program participants only)** Would you recommend the Nurturing Program to friends and relatives?

22. **(Program participants only)** What suggestions do you have for improving the Nurturing Program?

I would like to end this interview by reassuring you that your answers are confidential. Safechild and I would like to thank you for your time and cooperation with this evaluation process. Our findings will be reported to Marjorie Menestres and Bettie Murchison during December. If you are interested in the results, please contact Marjorie or Bettie at Safechild. I have that phone number if you would like to write it down. It is 231-5800.

Probes:	How do you mean that?	Tell me more about that.	Anything else?

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Appendix J

Recommended Response Form

Refer to the next three pages for the modified response form; this form may be used with the modified telephone survey instrument in future evaluations.

First Name: _____ *Telephone Number:* (919) _____ 1. *ID Number:* _____

2. *Participated in the Nurturing Program?* ☐ Participant=1 ☐ Non-Participant=2

3. *Curriculum:* ☐ Waiting list =1 ☐ 10 wk program=2 ☐ 11 wk program=3 ☐ 12 wk program=4 ☐ 23 wk program=5

4a _____

_____

4b (Omitted)

5a _____

_____

5b _____

_____

6a _____

_____

6b _____

_____

7a _____

_____

7b (Omitted)

8 *Diversity of strategies* 1 2 3 4 5

9a *Low self-esteem* 1----------2----------3----------4----------5 *High self-esteem*

9b *Low self-esteem* 1----------2----------3----------4----------5 *High self-esteem*

10 (1) _____

(2) _____

11 _____

_____

12 (1) _____

(2) _____

13 (1) _____

(2) _____

14 (Omitted)

15a *Number children:* _____ 15b. *Ages:* _____ _____ _____ _____ _____ _____ 16 ☐ Yes=1 ☐ No=2

17a ☐ Yes=1 ☐ No=2 17c. _____

17b _____

18a ☐ Yes=1 ☐ No=2 18b. _____

19 *Number family members attending:* _____

20 ☐ Yes=1 ☐ No=2

21 ☐ Yes=1 ☐ No=2

22 _____

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